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Generating bespoke value and impact evidence to inform a thought-leadership approach to service engagement

Structured Abstract

Purpose

In this paper we will share how the maturing value and impact model at The University of Sunderland is enabling us to generate evidence and articulate the insights we draw from that evidence to inform and underpin our strategic service planning, resourcing and reporting.

Design, methodology or approach

We will demonstrate how impactful articulation of these insights through data-visualization is enabling us to employ thought-leadership in our relationship management with stakeholders, by increasing their understanding of the benefit of engagement with our service offers and demonstrating value for money and the value and impact of our role in achieving institutional objectives.

Our paper will give an overview of the key techniques of our model and will then demonstrate its practical applications using the following examples:

- How our model is underpinning our approaches to thought leadership in relationship management by enabling us to effectively generate and articulate evidence to inform strategic faculty action plans.
- How our model has enabled us to develop a new graphical approach to annual reporting. By combining the variety of data-sets generated by the model we are able to articulate the outputs and impacts of cross-service holistic service offers and to clearly demonstrate how they fulfil institutional strategic objectives.

Findings

We will discuss our key findings including:

- The importance of embedding our model at the heart of our service culture – both in terms of involving staff in data generation and of developing an evidence- based culture of service planning.
- The benefit of meaningful data, analysis and insights in helping to inform and underpin strategic conversations and relationship management.
- The transferability of our model across service settings.
- The agility of a snapshot approach in enabling us to evidence and inform current strategic service priorities.
- The impact of a ‘rounded narrative’ technique in articulating powerful human insights which demonstrate engagement, impact and value.
- The importance of creative data-visualization techniques in communicating our insights for maximum impact with our customers and stakeholders.

Research limitations/implications

This case study demonstrates the approach taken to fulfil a specific strategic need at one UK HE institution. Therefore, readers are encouraged to consider the approach within that context.

Originality/value

This paper shares how a strategic approach to capturing and communicating value and impact can contribute to thought-leadership in articulating library impact.

Introduction

‘The question confronting library leaders now is how they can increase the value of the library and more strategically articulate it in terms of the new agenda around learning outcomes.’ (Jolly (2015) quoted in Chad and Anderson, 2017, p.4) This question was a key driver for the development of our library service delivery model when it was initiated eight years ago. Through that model we aimed to create a transferable framework to inform the design of outcome-centred services and to evidence the value and impact of engagement with those offers. Today that model is now fully embedded and is enabling us to successfully articulate and evidence our role, relevance and expertise as contributors to the strategic priorities of the university.

This paper will explore the new ways in which we are currently expanding the potential of our model to inform and evidence our role as thought-leaders in contributing to the wider learning outcomes of the university and to successfully evidence this contribution and the impact of it, to the university executive. Our first example will demonstrate how we are using our model to generate and articulate bespoke evidence with which to inform strategic action planning with faculties, through relationship management. A further example demonstrates how the model has enabled us to articulate the wider impact and contribution of our services, through innovative approaches to annual reporting and data-visualisation.

The service delivery model

Our new service model was a response to drivers that were emerging from within the university and from the sector as a whole. There was increased accountability for library contribution to university outcomes around student experience, progression and success; an imperative to effectively demonstrate value and value for money and an increasing need to demonstrate agility in service design and evaluation in a rapidly changing HE environment. We therefore, required a model that would provide, ‘compelling evidence that directly links ... activities to positive outcomes.’ (Jantti and Cox (2010) quoted in Jantti and Cox, 2012, p.309)

Our model was deeply influenced by strategic marketing techniques and the marketing principles of customer-centred, outcome-focussed service offers were to define it. It was evident that what we required was not a stand-alone performance model but an all-encompassing service delivery model, which would enable us to design and deliver service offers which would inspire engagement and to evidence the value and impact of that engagement in a wider institutional context. This evidence was imperative for a number of reasons:

- To generate evidence with which to exemplify the expected benefit and impact of our services and therefore to inspire customer engagement.
- To facilitate reflective acknowledgement on the part of the customer as to the difference engagement with our services has made to them and to enhance their ability to articulate this difference.
- To generate evidence to support the assertion of our role, expertise and relevance thereby encouraging equal and active partnership with faculty.
- To generate evidence to articulate and demonstrate to stakeholders how through that impact upon our customers, the library is impacting upon the learning outcomes and wider institutional priorities of the university.

The result was the creation of an all-encompassing service delivery model. The key features of which are depicted in Figure 1. below.



Figure 1. University of Sunderland Library Services, Service Delivery Model

It appears that we were somewhat ahead of the curve. Since the initial creation of our model the introduction of student fees and the sea-change towards consumerism has brought outcome and value into sharp relief. As predicated in ‘An Avalanche is Coming’ (Barber, Donnelly and Rizvi, 2013) ‘University leaders will challenge the university as a whole, and individual departments, to answer the question, ‘What’s so special about you.’ (Barber et al., 2013. P. 50) We need to be able to confidently articulate the role of the library as expert in contributing to organisational outcomes. The reality of this is evident in 2017 when, ‘student success continues to be an important focus for higher education, where the trend towards performance-based funding and accreditation criteria includes emphasis on learning outcomes, retention and matriculation.’ (Chad and Anderson, 2017 p. 3) Having been embedded before the current analytics-based culture had gathered speed, our model is today enabling us to respond to university demands for evidence with both agility and considerable impact.

In the past five years our model has engendered considerable success in increasing student engagement and in articulating the contribution of this engagement to university stakeholders with positive results such as increased funding and resource. Our current challenge is to use our model in to inform a more strategic relationship with academic staff in order to further enhance engagement and contribute to university learning outcomes and to evidencing the impact of that contribution to university executive, by employing innovative approaches to service-wide annual reporting.

Thought-leadership

‘Thought-leaders are the go-to people in their field of expertise. They are trusted sources who move and inspire people with innovative ideas; turn ideas into reality, and know and show how to replicate their success.’ (Brosseau, 2014).

Our aim was to ensure that faculty and the university as a whole clearly understand the contribution the library can make and the impact we can have upon achieving the strategic objectives and outcomes of the university. In an environment when our services are intentionally designed to become increasingly blended, mobile and embedded, the increased risk of library invisibility made this an even greater imperative. We wanted to use our model to design services that were highly relevant to priority learning outcomes and to successfully articulate the relevance of those services so as to assert our expertise - thereby encouraging engagement and academic partnership in service design. We wanted to assert ourselves as library thought-leaders.

Relationship management

We aimed to assert the library position as equal partner with faculty in the delivery of learning outcomes and to create opportunities to articulate the impacts of that contribution in order to enhance engagement and to ensure recognition. Inspired by the work of the Relationship Management in H.E. Libraries Group, we committed ourselves to a relationship management approach to liaison. The role of the librarian as a relationship manager is one that is emerging as a key competency in today's HE sector. Relationship management makes a conscious shift from the academic support role to one of expert, active and trusted partner. 'They (liaison librarians) offer campus more than support; they are partners and leaders, helping faculty and students to navigate a rapidly changing landscape.' (Jaguszewski and Williams, 2013, p.16) Our liaison librarians therefore become thought-leaders in their professional role.

Informed by innovations at the University of York and by others in the sector we decided, in 2017 to introduce faculty action plans. It was our intention that our model could inform these action plans in two key ways. Firstly, it enabled us to shape and frame our service offers and to articulate them in alignment with priority academic outcomes thereby inspiring academic recognition, understanding and buy-in. Secondly it enabled us to generate bespoke evidence, which would exemplify our role in delivering learning outcomes and our impact upon them. We defined a number of service objectives for our action plans, one of which was the need to enhance engagement with and value for money of our journal collection. We will use this example to highlight how the key features of our model supported action planning in this area.

Example One: Thought-leadership through faculty action planning

Aligning library and university strategic objectives

If the library is to actively contribute to the outcomes of the university and effectively articulate this contribution, then the desired outcomes of both must be aligned.

Library priorities for our journal collection centred upon ensuring value for money in terms of engagement and the ability to evidence the impact of this engagement in order to lever resource and assert our contribution to learning outcomes. Wider university priorities centre around value for money, attainment and progression which in this context translated to the faculties in terms of specific targets such as increasing the level of 2:1s and nurturing a research-informed curriculum. The aim of our action planning with academic staff was to negotiate clear objectives and actions regarding engagement with journals in order to support these priorities.

Defining outcome-focussed service offers

The effect of framing our service culture around the human experience of value, impact and outcome cannot be underestimated and changed our entire service culture. Firstly, it facilitated a shift towards a focus on framing, delivering and evaluating our services in terms of pre-packed, blended holistic offers rather than the separate systems and services that make up those offers. In terms of journal engagement these were service offers focussed around our discovery tools; the wider discovery landscape and our study skills offers, with outcomes contextualised by the university assessment criteria and the aspiration of the successful completion of an assignment. We therefore re-defined and articulated our journal offers around these wider outcome-focussed priorities.

Generating qualitative evidence

Our model was designed to generate evidence of the value, impact and outcome of our service offers. We have had considerable success over recent years in articulating targeted examples of this evidence to our customers and stakeholders. We now had a different objective. We needed to use our model to generate bespoke evidence regarding students' current experience of engaging with academic journals in order to inform our strategic planning with academic staff.

In order to articulate and capture the value and impact of our holistic service offers we needed to look wider than usage data and focus instead on the true nature of engagement. 'Engagement requires an outward focus. By understanding the changing needs and practices of scholars and students, librarians can help shape future directions for the library and advance the library's mission within the larger institution.' (Jaguszewski and Williams, 2013, 4.) Understanding engagement concentrates our focus on the person, rather than the system or service and to define and articulate how that system or

service can bring about a meaningful outcome for that person. It calls for us to find ways to articulate outcome in terms of human experience, 'to embrace the human objectives like success, happiness, productivity, progress, relationships, experiences and impact.' (Neal, 2011, p. 427) To design our services by asking, 'How can we help users attain their goals, achieve welling, realise benefits, move forward, make personal connections, participate fully and have significant effect on their worlds through us?' (Neal, 2011, p. 427) This calls for new emotional intelligence and insight into the human experience and highlights the need to frame and shape our service offers in a much more holistic context than in the function of specific systems. This 'humanising' of service delivery called for a rethink of service culture and the nature of our customer relationships because to shape our services to speak to human need, aspiration and emotion and to capture evidence of those experiences we needed to create opportunities to observe and interact with our customers on a very personal and human level.

We therefore needed our model to define a strategic approach to nurturing and capturing qualitative evidence that would enable us to us to articulate real human narratives regarding the value and impact of our services. As Donna Lanclos writes, 'analytics such as ethnographical data are tailor made for the grounded storytelling in which libraries and other parts of higher education need to engage so as to draw resources and attention to their value.' (Lanclos, 2015, p.108)

Facilitated conversations

In order to ensure the relevance and currency of our service offers and capture bespoke and timely evidence, it was apparent that on-going data collection could not provide us with the relevant agile intelligence we required. We therefore took the decision to employ a snapshot approach to evidence capture. As part of the annual strategic planning process we would identify in advance the service offers that we wished to shape and the evidence that we needed to generate and capture. We would therefore, 'make sure that we are asking the right questions in the beginning and finding new ways to expose and analyse the data to contribute to answering the questions.' (Showers, 2015, p. xxxvi)

It was evident that unsolicited customer feedback was not providing the targeted evidence we required. In order to establish a strategic approach to evidence generation we aimed to create opportunities through planned interactions or 'facilitated conversations' with our customers in order, 'to encourage students to reflect upon how they are learning, or to initiate a conversation... instead of using a system to assess students' performance or ability.' (Shacklock, 2016, p.5) These conversations take the form of a series of service-wide campaigns across the academic year. Examples of these campaigns can be viewed at Pinterest. (Pinterest, 2017)

It became apparent to us that in order to support customers to form value judgements and articulate the actual outcomes and impacts of our services, we needed to proactively facilitate our feedback opportunities with them. Asking customers to make non-contextualised judgements about the wider impact of our services upon their learning outcomes was not going to deliver the meaningful evidence we required. The contribution of strategic marketing cannot be underestimated here. As Kotler and Armstrong say, 'The aim of marketing is to create value for customers and to capture value from customers in return.' (Kotler and Armstrong, 2009, p.26) Influenced by this theory of 'value proposition' we realised that we needed to actively articulate, contextualise, exemplify and evidence the learning outcomes that customers could expect from our services if they were to fully to understand the benefit of engaging with them; be equipped to reflect upon the actual outcomes they had brought about and articulate the wider impacts upon their learning outcomes and experience. As Chad and Anderson conclude, 'institutional pressures will demand that librarians are even more strategic in positioning their value propositions in the context of the a wider institutional approach to teaching and learning outcomes.' (Chad and Anderson, 2017, p. 10)

Therefore, in practical terms, in each campaign we deliver, we embed our articulation of the expected outcomes of our services; build-in facilitated and supported opportunities for customers to reflect upon the actual outcome, value and impact they have brought about and devise imaginative approaches to capture evidence of this impact.

In terms of the journal engagement campaign the expected outcomes of using academic journals that we articulated, included:

- What an academic journal and journal article are.
- How students should choose the appropriate resource and when it is appropriate to use a journal rather than a book.
- Academic outcome and success in terms of grade attainment. This was underpinned by clear links to the university assessment criteria and by reinforcing the importance of understanding assignment feedback.
- The ease of accessing the journals that are available through our online library search service and the benefit of our skills support offers, incorporating previous testimonials from students.

These key outcome messages were communicated by means of:

- A short three-minute video articulating the expected outcomes of engaging with journals. This was shared with large cohorts of final year students in all faculties as part of a lecture or seminar.
- An on-campus and social-media campaign supported by library staff.
- Study skill sessions.

The supported opportunity for reflection and facilitated feedback was achieved through a series of campus events whereby library staff interacted with students during facilitated, informal events in non-library buildings. Impact evidence was collected by means of feedback cards shared on displays and through short video and social media messages created by students. As a result of those events we received over six hundred pieces of reflective feedback which evidenced student experience of using academic journals and provided valuable insights into student and academic staff engagement with them.

A rounded narrative of evidence

Through each campaign we are therefore able to successfully generate bespoke qualitative evidence, which captures the human experience of engaging with specific services and provides examples of the wider value and impact of them. Our aim is to blend this qualitative evidence with our quantitative usage data, into a 'rounded narrative of evidence. We believe that through this rounded approach, qualitative evidence brings human context to the quantitative data and creates an accessible, meaningful and impactful reflection of the impact and value of engagement. Ben Showers writes of this approach, 'A mixed-method approach where both quantitative and qualitative approaches are taken, enables the service to understand what the user actually does and the context for these actions and the experience that those interactions provide. The coalescence of data is incredibly powerful.' (Showers, 2015, P.81)

The AMOSSHE Toolkit (AMOSSHE, 2011) was particularly valuable in illustrating our 'rounded narrative' approach to our teams and has been employed with success across our Student Services team. This toolkit is designed to help student services' professionals combine quantitative and qualitative data-sets of inputs, outputs and outcomes, in order to form value judgements. It provides a valuable framework within which to consider the benefits of combining output and outcomes in forming judgements regarding value and impact.

At the close of our journal campaign we had successfully crafted our rounded narrative of programme level data with which to inform our action plans. We had data-sets of:

- Quantitative data related to journal usage; journal coverage on reading lists; reading list usage and study skills engagement.
- Qualitative evidence regarding students' perception of using journals and academic tutor engagement with journals in supporting teaching and learning.
- Qualitative evidence derived from the experience of the liaison team regarding academic staff engagement with journals.

Emergent themes

A number of significant themes emerged from the evidence:

Quantitative themes:

- A lack of journal articles on some reading lists despite faculties having identified them as core to teaching.
- A lack of student engagement with some reading lists after the initial induction period.

Qualitative themes:

There was affirmation that many students recognise the importance of using journal articles and understand the value of the library search system and skills support offer. However, the evidence also revealed highly valuable insights into misunderstandings around the discovery and journal landscape from both academic staff and students which could explain some feelings of frustration and dissatisfaction from some students. Selected examples include:

- A lack of understanding about what academic journals are; how they are published and how they are selected by the library and faculties to support teaching.
- A lack of understanding about how an aggregated library search system works and how this may result in variations in how journals are ranked or presented depending on publisher or supplier.
- A misconception that as journal articles are available online (and incur no obvious cost to the student), they must therefore, be free of cost to the library. As a result of this there was a suggestion that the library search system should provide access to a greater number of titles. There also appeared a parallel lack of understanding that the articles students are accessing in full text are only available to them because the library has paid for them.
- As a result of the above there appears to be a resulting misapprehension among some students that the library search system is not as effective as tools such as Google Scholar, which they perceive would provide access to a greater number of full text articles.
- There appears a trend among some students to use Google Scholar as their preferred search tool. Interestingly, although Google Scholar only provides the same full-text access to our subscription journals as the library search system, student perception in some cases was still that Google Scholar provided more.
- There is evidence to show that some students prefer to conduct their initial search in Google Scholar and then check library holdings using the library search system. In some instances this resulted in dissatisfaction that the library search system did not provide full-text access to all of the references they had found.
- There is evidence that some academic staff advise students to search individual databases and publisher pages instead of the library search system. This suggests the same lack of understanding about the journal search system and a possible loyalty to certain publishers and titles rather than advocating a broader search.
- A possible lack of understanding by students that the full-text journals available via the library search system should be suitable for the majority of undergraduate needs. This could reveal a skills gap in some students resulting in difficulty locating relevant articles from within that collection.

Presenting the rounded narrative of evidence

A key aim of our model was to rethink how we articulate and present this 'rounded narrative' of evidence. In the past our approach to reporting had usually been to present individual service or system data and analytics alongside a textual narrative. It was apparent that we had a number of new challenges:

- Our service offers were increasingly blended and complex and therefore we needed to combine data-sets in order to articulate their holistic value and impact.

- The more intentionally seamless, embedded and mobile our services became, the greater the risk of the loss of library identity and the increased invisibility of our role. This provides impetus for more impactful reporting and articulation of our role and impact.
- The imperative from stakeholders for succinct, timely and impactful reporting.

It became apparent to us that data-visualisation techniques were key. ‘Data-visualisation is the graphical display of abstract information for two purposes: sense making ... and communication. Important stories live in our data and data visualisation is a powerful means to discover and understand these stories, and then to present them to others.’ (Few, 2013) The infographic approach in particular provided an effective alternative to written reports. They enable us to structure our evidence sets into visual formats which are both impactful and accessible. Online infographics also enable us to showcase the human face and voice of evidence by incorporating dynamic media such as video.

Our innovations in data-visualisation began with an understanding of the difference between:

- Data: the raw qualitative and quantitative evidence e.g. Data on a spreadsheet.
- Analytics: the evidence organised by pattern or trend e.g. Graphs.
- Insights: the value and intelligence obtained through the use of analytics e.g. The story or narrative.

In terms of our journal engagement campaign, our data was recorded and collated at a programme level using Google spread sheets. It was then analysed, collated and graphically represented. Insights were then drawn from these analytics and presented in terms of an online infographic. (Grieves and Halpin, 2017) The next step was to engage our data, analytics and insights to inform and evidence credible action planning with the faculties.

Using our rounded narrative to inform action planning

It was our intention that the bespoke programme level evidence produced by our model would inform and underpin our strategic action planning with academic staff.

Although the liaison team had considerable expertise in communicating with academic staff in their own subject areas, this formal action planning aimed to achieve a more strategic, service-wide approach to relationship management across the faculties. ‘As advocates, they (liaison librarians) have become the library’s ‘sales force’ speaking on a wide range of topics and trends in higher education, influencing and persuading campus stakeholders on important issues, and serving as ambassadors of change.’ (Jaguszewski and Williams, 2013, p.16)

In some cases this was the first time that some of the team had used data in this way to inform strategic planning. Since beginning this process it has become apparent that data-analysis skills are becoming increasingly important to the library management and liaison role. As the JISC Learning Analytics in Higher Education report states we must, ‘aim to produce an analytics mind-set across the institution ... to extend a culture of data-driven decision making.’ (Sclater, 2016, p.5) With this in mind workshops were hosted in order to support the liaison team in employing their faculty experience to interrogate and interpret our evidence in order to inform and underpin programme-level strategic actions. This increased confidence in the use of data for strategic planning will hopefully enhance our thought-leadership in the new relationship management role. ‘Liaisons are now playing two roles, that of advocate and consultant, both with an emphasis on campus engagement.’ (Jaguszewski and Williams, 2013, p.16)

These workshop sessions proved insightful. Librarians analysed usage data regarding journal coverage on reading lists and journal usage and for the first time could support this quantitative data with relevant qualitative evidence of customer experience and opinion. In many cases the anecdotal feedback from students evidenced hunches and patterns that the librarians themselves had been aware of but were up until now unable to evidence, particularly in relation to the level of engagement with journals demonstrated by academic staff in some subject areas. The evidence therefore identified and underpinned relevant strategic objectives for each faculty and provided the liaison team with the confidence and credibility to take these negotiations further so that, “we will surely see them (librarians) play a closer and more active partnership role

with academics in the acquisition and curation of course-specific teaching and learning resources.” (Chad and Anderson, 2017, p.10)

The result has been a set of faculty action plans which have identified and evidenced specific draft objectives focussed upon:

- Academic engagement with and ownership of reading lists.
- Academic engagement with journals in teaching, assessment and feedback.
- Increased academic and student understanding of the discovery and journal landscape.
- Continued promotion of the importance of discovery and evaluation skills through the library’s study skill model.
- Promotion of university staff publications as a means of contextualising the landscape for students and contributing to the university’s research informed curriculum agenda.
- The encouragement of the delivery of consistent messages to students and academic staff regarding the university journal collection and library search systems.

In the same way as we created opportunity to share our service offers with students through our campaigns, so our action planning will create opportunity for face to face engagement with academic staff. The liaison team are scheduled to meet with faculty staff in early 2018 to discuss and agree their action plans supported by our evidence. A project is currently underway to produce supporting materials which will help articulate the discovery and journal landscape and the scope of our library search systems. Development work is also underway to refine our library search system as a consequence of our findings.

Although the initial action planning cycle is not yet complete, it is apparent to us that our model has enabled us to formulate outcome-focussed service offers around journal engagement and to produce highly relevant and impactful evidence of students’ current experience of journal use, which has underpinned our strategic priorities for each faculty. This process has informed and added credibility to our action planning initiative which will help to assert our role as thought-leaders and equal partners with academic staff and ultimately enable us to evidence our contribution to specific learning outcomes. The value and impact of these action plans will be assessed throughout 2018.

Example 2: Conveying thought leadership through annual reporting

Over the past two years we have employed our model to reinvent our annual reporting to the university executive. Within the current H.E. climate of accountability and when our services are becoming increasingly holistic and embedded, it is becoming ever more necessary to effectively demonstrate the value and impact of our service offers and our contribution to the wider priorities and outcomes of the university. We cannot risk that our expertise, role and relevance become invisible.

Previous annual reports had taken the form of a multi-page textual report supported by analytics. The university requested qualitative feedback in the form of a ‘You Said, We Did’ report. We felt that these reports could not begin to reflect the service breadth, interconnectivity or wide-reaching holistic contribution of today’s library.

As a result of each campaign, our model was successfully generating bespoke, relevant, rounded narratives of evidence. We were able to use this expanding evidence-base to combine our various data-sets in order to demonstrate the holistic nature of our service-wide offers; to evidence customer engagement with them and to highlight our most striking examples of value and impact. Such complex storytelling calls for ever more creative approaches to data-visualization, ‘that allows viewers to discover patterns that might otherwise be hard to uncover.’ (JISC, 2014) It was with this in mind that in 2015 we re-imagined our approach to annual reporting. We were aware that our university executive are receptive to visual data-representation and so informed by our advances in this area, we aimed to remodel our report into a single page data-visualisation.

The result was a design that visually represents our service delivery model. It depicts our strategic priorities at the centre informing and inspiring our key service offers. It then highlights quantitative evidence of engagement with those offers and articulates powerful examples of their value and impact such as customer testimonials, awards and rankings. The circular

design highlights the holistic interconnectivity of our service offers in fulfilling our central priorities. It draws upon the metaphor of a pebble dropped in a pool with the rings of influence increasing in size, as service offers lead to engagement and engagement leads to value and impact. This value and impact evidence is purposefully depicted at the widest point of the circle in order to represent its importance as the outcome of all service design and delivery.

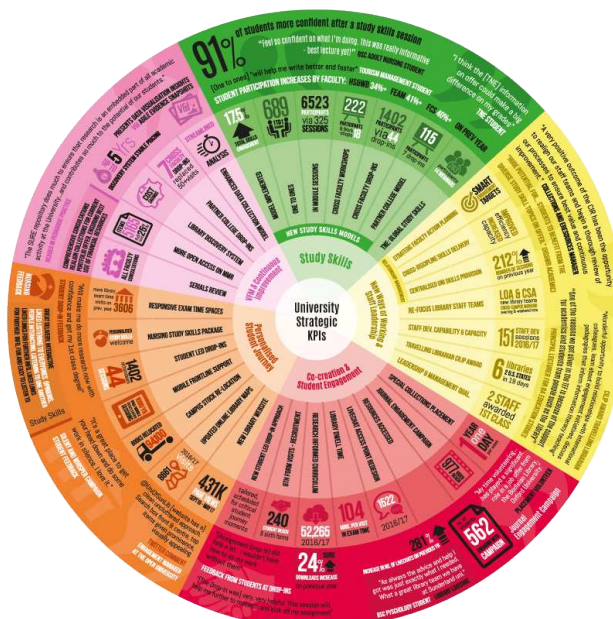


Figure 2 Example of Library Annual Report 2016-2017

This new annual report format has been very well received by university executive and the approach has been expanded to include all converged services across our wider student services portfolio. The reports convey the underpinning ethos behind our service delivery model and our core commitment to the articulation of holistic engagement, outcome and impact through innovative data-visualisation.

Conclusions

Our service delivery model is now fully embedded and is driving service culture, design and delivery at Sunderland. The model began as a means to ensure that we had a framework with which to design outcome-focused service offers and to evidence the value and impact of those offers. It provided a blue print for engaging with our customers on a human level in order to strategically generate the bespoke snapshots of qualitative evidence we require to contextualise the relevance of our services, inspire engagement with them and demonstrate their relevance. Today that model is now fully embedded and is enabling us to successfully articulate and evidence our role, relevance and expertise as contributors to the learning outcomes of the university.

In recent years the outcome-centric, analytics-driven culture of the H.E. sector has gathered pace with alacrity, however, our service model is successfully positioning us to respond to this culture with agility, relevance and impact. The transferable, flexible nature of our model and its synergy with wider institutional priorities ensures its enduring currency and provides opportunity for us to continually adapt in order to successfully define and evidence our ever-changing priorities. Our recent initiative to expand the potential of our model in order to assert our role as library thought-leaders is testament to this.

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